

University of Washington
Faculty Council on Teaching and Learning
Thursday, November 4, 2010
10:30 a.m. - 12:00 p.m.
Gerberding 142

Meeting Synopsis

1. Approval of minutes from 10/7
 2. Announcements
 3. Review of Vision Statement
 4. Council organization and agenda
 5. Faculty and Student Technology Surveys (Cara Lane, Learning & Scholarly Technologies)
 6. Request for Opinion from FCFA
 7. Adjournment
-

Call to Order

The meeting was called to order at 10:32 a.m.

1. Approval of minutes from October 7, 2010 meeting

The minutes were approved without changes.

2. Announcements

Szatmary said the Online Education Advisory Board was looking for an FCTL member. Brenda Zierler volunteered.

Hornby invited the council to the grand opening of the Research Commons, Tuesday, November 9.

3. Review of Vision Statement

Carline presented the vision statement for review:

The major purpose of the council is to support efforts to maintain and improve the quality of teaching and learning at the University of Washington, inform the academic community on issues of teaching and learning, and provide consultation on these issues to the Faculty Senate, Council of Deans, and Provost.

After a brief discussion, the council voted to add “and other campus groups focusing on teaching and learning” to the end of the statement. The council approved the following vision statement:

The major purpose of the council is to support efforts to maintain and improve the quality of teaching and learning at the University of Washington, inform the academic community on issues of teaching and learning, and provide consultation on these issues to the Faculty Senate, Council of Deans, and Provost, and other campus groups focusing on teaching and learning.

4. Council organization and agenda

The council looked over the suggested agenda items from the last meeting, organized under the topics of Technology and Distance Learning, General Issues, Student Learning, Faculty Development Issues, and Council Structure. A discussion ensued to make additional suggestions and prioritize issues.

Points raised in this discussion included:

- Technology also includes instructional support, and there is a strong need for classroom support services
- The council can develop standards for assessment of Distance Learning and drive the conversation about its place in the next two years and two decades
- There is a need to develop understanding the learner in an age of “digital natives”
- For increased faculty efficiency, use of staff support and technology is important, in addition to assessment methodologies that can be introduced in the least intrusive way possible. Models can be created that mobilize these resources toward the mission of teaching and learning.

Carline proposed to address these issues as a group, and develop *ad hoc* working groups later if needed.

5. Faculty and Student Technology Surveys

Cara Lane from Learning & Scholarly Technologies introduced the 2011 Technology Surveys (*explanatory handout attached.*) She explained that every three years, surveys are conducted for faculty and students, focusing on the use of technology for teaching and learning. She said there are a few areas where they want to modify questions to match current practices, and that Opinion and Priorities will be two different sections.

Zierler asked if faculty and staff would be asked what resources they were using, if any questions pertaining to research technologies would be asked. Lane said that the surveys are not used for data collection as much as for management and communication – basic technical support for the resource group.

The council suggested other topics to address in the surveys:

- Do faculty have a good understanding of technology and feel comfortable using it? (Including technology specific to distance learning)
- Awareness of and how to deal with the “digital native” student
- Adequacy of support for technology in the classroom

Lane expanded on the topic of data management. Faculty and staff are dealing with an enormous amount of data and are asking for support in that area, and they hope to get a sense of how broad the need is.

Lane said that the goal is to issue the survey in February 2011, and that they are conducting focus groups right now to write the research section. The Council agreed that they would be interested in seeing a draft of the survey before it goes out.

6. Request for Opinion from FCFA

Carline introduced the topic of annual reviews for senior and principal lecturers, on which the Faculty Council on Faculty Affairs had requested an opinion. After a brief discussion on the merits of annual review for lecturers and the effectiveness of evaluations, the council developed consensus on the following statement:

FCTL recognizes the value of frequent evaluation of the teaching of lecturers, both for the lecturer and the students/department. In any case where the lecturer is appointed on an annual basis, annual evaluation should occur. In the case of a three-year or longer contract, evaluation should occur at least every three years, and more frequently if the lecturer requests it.

7. Adjournment

The meeting ended at 11:58 p.m.

Minutes by Craig Bosman
Faculty Council Support Analyst
cbosman@uw.edu

Present: Faculty: Carline (Chair), Kyes, Martin-Morris, Salehi-Esfahani, Nelson, Wilkes, Olavarria, Zierler
Ex-Officio Reps: Hornby
President's Designee: Taylor
Guests: Tom Lewis, Jeanne Small, Bayta Maring, Cara Lane

Absent: Faculty: Masuda, Merati, Harrison, Elkhafaifi, Yeh
Ex-Officio Reps: Calissi-Corral

2011 Technology Surveys

Contact: Cara Lane, cgiacom@uw.edu, 206-616-0291

Background

- Surveys focus on the use of technology for teaching and learning. Faculty survey includes a small section on research.
- Surveys cover three populations—faculty, teaching assistants, and students.
- Surveys are conducted every three years. Next surveys are scheduled for winter 2011. Reports from 2005 and 2008 surveys are available online:
http://www.washington.edu/lst/research_development/papers/
- In 2008, the surveys were redesigned. This process involved multiple campus partners. Most of the questions are longitudinal, but there are three areas where we are introducing new topics to reflect current needs—opinions, priorities, and research. We plan to rewrite the entire research section for 2011.
- In the next few months we plan to have conversations with stakeholders—previous survey partners (UW Libraries, Undergraduate Education, Graduate School, Faculty Councils, etc), computing directors, and the eScience Institute. Also, we are assembling a team to conduct focus groups with researchers and write a new research section.
- The 2008 research section focused on research management and collaboration. For 2011, we are considering building on findings from the *Conversations with UW Research Leaders* project—looking at data management, communication and collaboration, and technical support. We need to write the section so that questions apply across disciplines.

How You Can Help Us . . .

1. Advice on topics to consider addressing in the *opinions*, *priorities*, and *research* questions. Topics should be relevant to what your unit/group wishes to accomplish over the next three years in regards to teaching, learning, and/or research.
2. Suggestions for contacts to include in our conversations about this survey or who could help us develop the research section.

EXAMPLE—Opinion Question

Please respond to the following statements on a scale of 1 to 5.

	Strongly Agree (1)	Agree (2)	No Opinion (3)	Disagree (4)	Strongly Disagree (5)
I often use the same technologies for my teaching and my research	0	0	0	0	0
Overall, the learning and scholarly technologies available at UW are adequate for my needs	0	0	0	0	0
(And other similar items...)					

EXAMPLE—Priorities Question

Below is a list of changes that could enhance the use of learning and scholarly technologies at UW. What priority would you assign each item below?

	Low priority	Medium priority	High priority
Greater integration of online tools	0	0	0
Reliable and consistent technology/software in all classrooms	0	0	0
Greater opportunities for videoconferencing	0	0	0
Rewards for innovation in teaching with technology	0	0	0
(And other similar items...)			

EXAMPLE—Research Questions (2008)

Which of the following research management or collaboration tasks were among your responsibilities in this context [selected earlier in section]? Select all that apply.

- Managing/tracking versions of project files
 - Enabling asynchronous online communication for project
 - Scheduling/calendaring research project meetings
- (And other similar tasks...)

Which of the following technologies did you use to complete your selected tasks? Select all that apply.

- Online discussion boards
 - Collaborative Web-based editing software (e.g. Wiki)
 - Project Web page
- (And other similar technologies...)